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ABSTRACT

This handbook for Northern Virginia Community College (NVCC) adjunct faculty presents a variety of information designed for adjunct lecturers in English. Three short introductory sections focus on general information, helpful hints, and the use of office machines. The body of the handbook contains the following sections: (1) Services, including the writing center, learning resource center, and library/laboratories/audio visual; (2) How Students Enter the English Program, covering NVCC's policies on native and non-native English speakers; (3) Guidelines for Attendance and a "W" Grade; (4) Procedures for Reporting Attendance and Enrollment; (5) Guidelines for Use of an "I" Grade; (6) Straightening Out English 111 with Lab Enrollment; (7) Grading Policies; (8) Student Evaluation of English-as-a-Second-Language Instructor; (9) Sample Division Form for Student Evaluation; (10) Sample Form for Administrative Evaluation of Lecturer; (11) Chart of Rank Criteria for Lecturer; (12) Salary Schedule for Lecturer; (13) College Course Content Summaries for English 111 and 112, including general course information and purpose, course objectives, major topics to be covered, additional topics, and research paper guidelines established by the English department; and (14) Preparing Your Syllabus, providing a sample syllabus and reading list for English Composition 111. Most sections include a brief discussion of official NVCC policy and samples of relevant forms. (JSP)

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NORTHERN VIRGINIA COMMUNITY COLLEGE

Annandale Campus

DIVISION OF COMMUNICATIONS AND HUMANITIES

ADJUNCT FACULTY HANDBOOK

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Written by

Merle O'Rourke Thompson

Revised Spring, 1992

JC 900 549

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NORTHERN VIRGINIA COMMUNITY COLLEGE

memorandum

WELCOME to the Annandale campus of Northern Virginia Community College. As a part-time instructor, please consider yourself to be a full participant in a Division with a firmly established reputation for teaching of the highest quality. Feel free to ask questions--ranging from broad policy issues to the location of toner for the copy machine. Always be prepared for extended answers containing editorial comments at no additional charge. Our full-time faculty members, your most interesting sources of information, are typically friendly, experienced, and very bright. They tend not to be bashful, and they are shock proof. Our students represent a broad range of preparation. You have a right to expect high motivation and adult behavior in class. They have a right to expect professional competence and personal concern from you. At NVCC we try to combine an open admissions policy with high academic standards, leading to successful performance records on the part of our students as they continue into baccalaureate programs or move into the work force. We are confident that you will make valuable contributions to this process. If you do, you will discover that teaching here is well worth the part of your life that you have chosen to invest with us.

Dr. Jonathan A. Yoder, Chairman
Communications and Humanities Division

MANUAL FOR ADJUNCT LECTURERS IN ENGLISH

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GENERAL INFORMATION

You work in the Communications and Humanities Division. Technically there is no English Department, but we speak that way for convenience.

Acting Division Chairman
Dr. Carole Ryczek
Room: CT318
Phone: Ext. 3189

Assistant Division Chairman for English
Dr. Laura Noell
Room: CC122
Phone: Ext. 3193

Assistant Division Chairman for English as a Second Language
Dr. Hayib Sosseh
Room: CN207
Phone: Ext. 3136

Program Head, English Adjunct Faculty
Dr. Merle Thompson
Room: CC122
Phone: Ext. 3173

MAILBOXES

Every night and weekend part-time lecturer will have a mailbox in the Continuing Education Office in the CG building. Please check the mailbox at least once a week. Every day part-time lecturer will have a mailbox in the English Office, CC122, or in the ESL offices, CN207.

OFFICE SPACE

You will receive notice about space available for student conferences.
ESL instructors may use the free desk in the ESL office.

ABSENCES

If you know that you will be missing a class or if any emergency arises that forces you to miss a class, notify the Program Head for English or the ADC for ESL immediately. He or she will secure a substitute. If an evening or weekend instructor must miss a class because of illness or another valid reason, he must notify, in advance and as soon as possible, his Division Chairman and the Director of Continuing Education. It is also appropriate to notify your students.

The first priority in the event of absence is to get a substitute. Because there is no sick leave provision for part-time lecturers, the lecturer will compensate the approved substitute at a rate of compensation agreeable to both parties. The College recommends $24.00 per lecture hour and/or $12.00 per laboratory hour as a guideline.

No class is to be cancelled.

FIRST MEETING
Check roll (if available). If a student's name is not on the roll, send him or her to the Admissions and Records Office in the Godwin building. **The student must return with a form signed by someone in the Admissions Office before returning to class (a new policy).**

English 111 and English 111/099 instructors: Check for ETS reading and writing scores on the right side of the class rolls. See page 17 for specifics. **This is very important.**

Developmental and ESL instructors: Ask student for his blue card or white card (from the Testing Lab). Check list of students who did not pass ESL courses in the previous semester against your roll to be sure only students who have passed the lower level classes are in your class.

Night-time lecturers: Be sure to send students to the bookstore (basement of Godwin Building) between 7:30 and 8:00 p.m. The bookstore's hours during the first week of class are in the semester schedule.

SYLLABI
As soon as syllabi are completed, send two (2) copies to the Program Head for English or the ADC for ESL as appropriate. See page 28 for specifics as preparing syllabi.

EVALUATION
The Division must submit an evaluation of each lecturer to the Provost at least once a year. The evaluation process includes:

1. student evaluations
2. conference with the Program Head for English or the ADC for ESL.
3. classroom observation during the first semester of employment and periodically thereafter.

You will be notified about this process as needed. The Program Head or ADC will make classroom visitations upon request and as deemed necessary.

FINAL GRADES
Final grade sheets will be placed in the part-time faculty mailboxes near the end of the semester.

If you have any questions regarding how to complete the forms, contact the Program Head, the ADC, or the Department secretary.

INCOMPLETE ("I" Grade) and WITHDRAWAL ("W" Grade)
Read the instructions regarding the "W" and "I" grade **thoroughly.** (See pages 10 and 15.) Note that forms must be submitted when you give either of these grades.

HELPFUL HINTS

CC122 is the hub of the English Department, with some spill-over into CC103. CN207 is the ESL office.

* * * * *

Ask any full-time teacher, usually those hanging around in CC122, CC103 or CN 207 for help.

* * * * *

Feel free to "hang around" any of the above gathering places where the "bull sessions" generally take place in the few minutes between classes and where you can gather all sorts of valuable and invaluable information (ambiguity intended).

* * * * *

Introduce yourselves. We're eager to meet you.

* * * * *

There are supply drawers in all hubs with pencils, pens, chalk, paper etc. If you want a grade book, or anything else you can't find, ask the secretary. She will try to get it for you.

* * * * *

For ESL lecturers, there is a file in the ESL office containing sample syllabi, tests, supplementary materials and cassette tapes.

* * * * *

There are file drawers in all hubs with all the forms you will need. Ask a secretary or a full-timer to help you with these file drawers until you can figure out the system.

* * * * *

There is a faculty lunch room where you can escape and get a little refreshment. Students are not allowed. It is in the CF building next to CC on the West. The second floor entrance from the Upper Plaza leads into the carpeted area with round tables. It is open with coffee available at 9:30 a.m. A hot lunch is offered from 11:30 to 1:30. There is usually a Humanities Division group eating lunch. No formal invitation is ever required to join us. Just get your food (or bring a bag lunch), sit down and join the banter.

USING THE OFFICE MACHINES

Secretaries may be available to type your syllabi and class handouts if you give them a week's notice. In practice full-time faculty mostly do their own typing and reproduce it themselves.

PHOTOCOPYING

There are photocopiers in CC122 and in CN207. You may use them without permission for the occasional few copies. It is not possible to photocopy an entire set of 25-30 copies of anything for a class, because the machines are not funded for mass copying and they are not heavy duty machines designed for mass copying. It may be possible to order larger batches from the College Duplicating Center, but this must be negotiated through the secretaries, allowing at least a week lead time.

One solution to the lack of photocopying is to use the thermofax, available on the table next to the photocopier in CC122. Make a photocopy of your original, put it through the thermofax (directions and materials available on shelves above), then run the resulting ditto through the ditto machine ... see below.

THE GOOD OLE PURPLE DITTO

Because of limitations in office supply money, we have gone back to using ditto for most class communications. Ditto masters are available in supply drawers. Most computer printers will print on ditto masters, so it is a good idea to become a competent user of the various computers around the college (see below). There are ditto machines in CN207 and in CC122. Ask someone to show you how to run them before doing it the first time.

TYPEWRITERS

There are extra typewriters in several locations. Ask one of the secretaries.

WORD PROCESSORS

There are computers in the Writing Center (CC119) and in the Computer Lab (CG102) that have the Word Perfect word processing system. You are welcome to use these if the rooms are free. Check with the lab monitor or Writing Center Director.

NVCC COMPUTER SYSTEM

In CN207, CC122 and CC103 there are computer terminals and printers, a part of the NVCC system. The secretaries sign on in the morning when they arrive about 8:30 a.m., and usually the system is free for faculty use. Ask one of the secretaries to help you until you are comfortable using the machines on your own. Some useful information available:

Student enrollment for any class

Student transcripts

Student home address and phone numbers

Student testing scores

THE WRITING CENTER

The Writing Center offers students from all disciplines free, one-to-one writing help on a walk-in basis. Writing Center tutors concentrate on discussion of high order concerns including thesis development, clarification of ideas, organization, audience, and specific grammar concerns like comma usage, run-ons, sentence fragments, or subject-verb agreement. Tutors do not proofread, and work may not be "dropped off" for pick up later. Students can receive help with any writing work, at any stage of the writing process, but they **must** come early enough to allow time for revision.

The Writing Center has a selection of interactive learning disks (a complete list is available in the Center) which provide reinforcement in a variety of writing and grammar areas. Students need no typing or computer experience to use these learning disks. They work independently or in pairs; the disks are fun and the students enjoy using them. They build student confidence while they improve students skills. In addition, we have a variety of handouts and books on writing.

For students who like to use the word processors as writing tools, the Writing Center has sixteen word processors with Wordperfect 4.2 (we expect to upgrade some machines to 5.0 or 5.1 soon) available. Students should have some keyboarding experience, and be prepared to work on the word processors independently. Simple instruction sheets are provided, but we cannot teach word processing.

All adjunct faculty are invited to stop by the Writing Center to discuss concerns and see how the Writing Center can be of help to you and your students. In addition, you may schedule a time to bring your classes to the Writing Center for an introduction to the Center and its services. I am also happy to visit classes to explain our services.

Writing Center hours vary, but generally include open hours one evening a week in addition to both morning and afternoon hours. Hours are posted on the Writing Center door, in the English department, in the Humanities division, and at various locations on campus.

Writing Center Director: **Ms. Carol Ischinger**

Location: **CC119**

Telephone: **323-3341**

LEARNING RESOURCE CENTER

The Learning Resource Center publishes a Student and Faculty Handbook, which you have been given. (Students can get a copy in the library.) We encourage you to read it carefully for information about the library and all the extra services offered by this valuable part of the college. Here is a brief overview:

LIBRARY

The library is located on the third floor of the Godwin Building offering all the usual services. With about a week's notice, they will arrange a guided tour of the library and research materials for a whole class of students.

ESL Instructors: Please note that there is a small section of the Library with a variety of ESL graded readers on permanent reserve. Your students should feel free to use these books at any time.

LEARNING LABORATORY

There are five laboratories located on the fourth floor of the Godwin Building, of which three are most useful to English faculty. Hours are posted each semester.

1. **Microcomputer Laboratory**

Students and faculty may use word processing software packages **Word Perfect** and **Perfect Writer**. The microcomputers may be used during "open lab" times (i.e., no class in session there) depending on availability. Tutorials are available so that you may teach yourself the software. Assistance is available in using the equipment and commercial software.

2. **Testing Laboratory** (CG402B)

This lab gives our EQ and ND placement tests to students at all times. Services are also available for faculty desiring to schedule make-up tests and special (handicapped) testing accommodations for students enrolled in their classes. The lab doesn't have the facilities for a whole class to be tested. This is a good place to have LD students take tests or write in-class papers when you would like to give them extra time to accomplish the task. You must fill out a "Request for Testing Lab Services" form, a sample of which follows.

3. **Multi-Media Laboratory** (Library, CG 3rd Floor)

There is a wide variety of instructional materials for English on file here: video cassettes, audio cassettes, slides, etc. Faculty may place materials on closed reserve for students, or assign materials from the general collections. An annotated catalog is available.

4. **Language Lab** (CG403B)
This lab gives the EPT Test to all non-native students. This Lab has a variety of textbooks and tapes appropriate for ESL students. Most materials are related to the improvement of listening comprehension and pronunciation. To make arrangements for class use of Lab facilities and for scheduling Lab hours contact Ms. Pat Beckett, Director, X3438.

AUDIO-VISUAL SERVICES

The AV office is on the fourth floor of the Godwin Building, open from 8:00 a.m. to 5:00 p.m. Call X3127.

AV provides:

a. 16mm films, selected VHS tapes, records (see catalogs)

b. necessary AV equipment: TV, VCR, projectors, etc.

c. assistance in selection and procurement of materials

d. technical assistance for production of materials

Catalogs of film holding and AV order forms are available from the secretaries in CC122 and Tempo "A." A sample order form follows. You should place an order in writing with a week's notice, if you can, for delivery of materials.

Annandale Campus Testing Services Request Form

Instructor's Name_____

Telephone (Work)_____**(Home)**_____

Subject/Course Number_____**Exam Name** _____

PLEASE NOTE:

Instructor's name must be on test.
Student's name, when known, should be on the test.
Students may not leave the lab during a test.
All scrap paper must be provided by the lab.
Last date for exam to be given_____

CHECK ALL APPLICABLE TESTING INSTRUCTIONS

_____Open Book.
_____Notes Allowed
_____Dictionary Allowed
_____Calculator Allowed
_____Formula Sheets, Charts and Tables Allowed (must be supplied by instructor)
_____Scantron Sheet Needed(NOT SUPPLIED by LAB)
_____Graded in Lab
_____Time Limit_____
_____Lined paper needed (Student is not allowed to use his own paper)
_____Do Not put Date or Lab Stamp on test
Additional Instructions _____

PLEASE LIST STUDENTS taking exam in Testing Lab

1._____4._____

2._____5._____

3._____6._____

NO WHOLE CLASS TESTS WILL BE ACCEPTED

COMPLETED EXAM

_____To be returned via Campus Mail to Office:_____
_____To be picked up by INSTRUCTOR

PICTURE IDENTIFICATION REQUIRED FOR ALL TESTS

REV. 6/91

AVISS AUDIOVISUAL AND INSTRUCTIONAL SUPPORT SERVICES Ext. 3127 Date _____

Northern Virginia Community College
Annandale Campus

PREPARE IN DUPLICATE: SEND ORIGINAL TO AVISS AND KEEP A COPY FOR YOUR RECORDS. PLEASE ALLOW 48 HOURS TO PROCESS.

Request for: (Check)
____ Production
____ Purchase
____ Supplies
____ Schedule film
____ Schedule equipment

This request supports: (check one)
____ Credit Instruction
____ Continuing Educaton
____ a College Function
____ a Community/Special Functi

Semester _____ Course _____ (Prefix #) Instructor _____ Ext. ____ Division English

Requests resulting in an encumbrance must be approved in advance. Encumbrance approved: _____ Division Chair/Director

Use dates		Hours (inclusive times)	Bldg. & Room #	Title, Equipment or Other Service	AVISS Use Only
Pref.	Alt.				
8/19		0900-1100	CC110	Video player - color VHS	
13					14

(Rev. 6/91)

HOW STUDENTS ENTER THE ENGLISH PROGRAM

OFFICIAL POLICY FOR NATIVE ENGLISH SPEAKING STUDENTS

Placement Scores and Cards:

Students take an English Placement test before registering. This is the ETS Assessment & Placement for Community Colleges, which includes both writing and reading components. Students receive a color coded card with their scores. Green cards will be used beginning June 2, 1992 with the new reading cut-off scores; salmon cards show the old reading cut-off scores. Students with salmon cards will be advised at registration to follow the guidelines of the new scores but will not have to abide by that advice.

ETS Writing		**ETS Reading**		
		Old (salmon)	**New (green)**	
33+	ENG 111/HONORS and	24+		
29+	ENG 111	19+	21+	No Reading Class
24-28	ENG 111/099	15-18	19-20	ENG 108
19-23	ENG 003	12-14	13-18	ENG 005
18 or lower	ENG 001	11 or lower	12 or lower	ENG 004

Computer Holds:

As of June 15, 1991, there will be two separate holds in the computer for ENG 111, one for reading and one for writing. Students who score lower than 19 on the ETS Reading test will be required to take the appropriate reading course(s) **before** taking ENG 111.

As of June 15, 1991, all students attempting to register for their 12th credit hour will be required to take placement exams in reading, writing, and math before they may register.

Other Campuses:

All five campuses will be using the same placement tests and cut-off scores. However, since course offerings vary slightly from campus to campus, students who are tested on the Annandale campus and who want to take classes at another campus may be placed in classes other than those they would take here.

Though every effort is made to place students in the correct class for their abilities and goals, occasionally a student will be misplaced. Experienced teachers have found it helpful to get an in-class writing sample (perhaps a paragraph) on the first day, or during the first week. Reading instructors give a series of CLOZE tests to double check the reading level. You can either grade this or not, as you wish, but you will find it useful in counseling the students. If you have any questions about the appropriate grade on the writing sample, check it with the Program Head or with any full-time faculty.

There is a Drop/Add period immediately as the semester starts. (Dates are in the semester calendar.) Students can usually get into the correct class if they are misplaced.

OFFICIAL POLICY FOR NONNATIVE ENGLISH SPEAKING STUDENTS

All entering students whose native language is not English are required to take the College English Proficiency Test (EPT) for placement in ESL or English courses. This test is administered **only** before and during registration periods and **only** at certain scheduled times. Students must go to the Office of Admissions and Records to make an appointment for this test. The EPT is given in the Language Lab (CG403B). Based on these test results, a student is placed in one of the following levels:

LEVEL I				
EPT Score:	44-49	ESL 001	Intensive ESL	15 cr.
LEVEL II				
EPT Score:	50-65	ESL 002	Intensive ESL	15 cr.
LEVEL III				
EPT Score:	66-79	ESL 005	Reading I	5 cr.
		ESL 007	Oral Communication	5 cr.
		ESL 011	Composition/Grammar	5 cr.
LEVEL IV				
EPT Score:	80-89	ESL 006	Reading II	5 cr.
		ESL 007	Oral Communication	5 cr.
		ESL 012	Composition/Grammar	5 cr.
LEVEL V				
EPT Score: (Writing Sample Required)	90 +	ENG 107	Reading	3 cr.
		ESL 013	Composition/Grammar	5 cr.
EPT Score:	all levels	ESL 008 (elective)	Pronunciation	3 cr.

Students who score 90+ on the EPT and have passed the Writing Sample may take a regular section of ENG 111/099.

For students who need additional classroom instruction in pronunciation, there is a three-credit ESL elective course, ESL 008 Pronunciation.

Please note that all four levels include a reading as well as a writing course. Students are **required** to take both.

ESL instructors will receive instructions on how to move students to the next level at the end of the semester.

The EPT is for initial placement only. The student may not take the EPT again because he did not pass a course.

HELPFUL HINTS

To ensure appropriate placement, be sure to check that each student has a pink card (from his previous ESL instructor) **or** a white card (from the Testing Lab). These cards will indicate the recommended level and/or ESL courses. Also, be sure to check your class roll to see that all students attending the class are officially registered.

Students who have moved up from a lower level but who do not have a pink card should be sent to CN207 to obtain the card. New students who were placed on the basis of the EPT but who do not have a white card should go to the Language Lab (CG406) to pick up that card. Students whose names do not appear on the class roll should be sent to the Office of Admissions and Records for verification of class enrollment.

GUIDELINES FOR ATTENDANCE AND "W" GRADE

OFFICIAL POLICY

The College Catalog states the following:

Regular attendance at classes is required. Absences equal to 30% of the scheduled instructions time for a course will be considered as unsatisfactory progress unless the instructor has made other arrangements for the class to complete course objectives.

Frequent unexplained absences may result in dismissal from the course.

A grade of "W" is awarded if [the student] withdraws or is withdrawn from a course after the add/drop but prior to the completion of 60% of the session. After that time, [the student] will receive a grade of "F" except under mitigating circumstances which must be documented...and placed in [the student's] academic file.

HELPFUL HINTS

The first class grade rolls come to the department secretary on the first or second day of classes. The rolls will be distributed as soon as possible. If you have an early morning class, you probably won't have a roll for your first class.

If the computer has been signed on and it isn't crowded around the computer, you can run off a class roll for yourself. (Instructions for using the Division computer are elsewhere in this manual.)

An easier method for checking student enrollment during the first class is to send around the usual sheet of paper for their signatures. Write on the board the class name and section number and ask them to check their registration forms carefully. Most of them will have it with them. It is amazing how often a student should be in the class next door, because to them all ENG 111's are alike. You can then check when you get your first roll.

It is important to make sure all students are on the roll and placed correctly according to their ETS scores or their EPT score or blue card during the Drop/Add period the first week of classes. **THIS IS VERY IMPORTANT.**

Students may drop or add classes at will during the official Drop/Add period, without notifying you, so you need to keep checking roll the first 10 classes, checking students registration forms to be sure students are properly placed.

The Second Class Roll should arrive soon after the Drop/Add period is over. Follow the official policy regarding "I" and "W" grades as it is outlined in the following pages.

ATTENDANCE

The English department and the ESL department consider it important that students attend class. The maximum absences allowable **by college policy** is 30%. You may, however, institute a policy of any number of absences fewer than 30% if you deem that pedagogically sound. Our full-time teachers' policies range from 3 absences to the 30%, with most hovering somewhere in the middle. Most of us tie grades to attendance. We **strongly** advise you to write your attendance policy on your syllabus.

It is the students' responsibility to initiate their withdrawal from a course during the first 60% of the semester, (approximately 9 1/2 weeks: the cut-off date is published in the semester calendar) but they need your signature on the Add/Drop form, (VCCS 19), which they get on their own from Admissions and Records. It is customary to give such students a "W," but many times you can talk a student into remaining in class during this interview.

However, you may "clean" your rolls of students who have too many absences at any time during the first 60% of the semester by filling out drop forms as outlined in the following pages. You do not need students' signatures on these forms.

After the official drop period has passed, students may **not** receive a "W" except in unusual circumstances. We **strongly** advise you to put that cut-off date on your syllabus and to explain that policy several times, especially to the new-to-college, new-to-responsibility ENG 111's.

The third class roll should arrive after this cut-off date and should represent the roll on which you will base the final grades. Any discrepancy at this time will be difficult to iron out.

SPECIAL NOTE

The Communications and Humanities Division, by a vote of the majority of full-time faculty has decided that a **maximum** of 20% of hours during a semester shall constitute grounds for dismissal from the course.

An Example:

	Semester	**20%**
A 3 credit course	48 hours	9 or 10 hours
A 5 credit course	80 hours	16 hours

Note that these figures are **hours** not classes. Adjust accordingly for sessions lasting 1 1/2 or 3 hours.

NVCC 125-47
(Rev. 3/88)

Northern Virginia Community College
COURSE WITHDRAWAL FORM

(To be used after the last day for add/drop and tuition refund)

Student's I.D. or SSN _____ Semester _____ Year _____

Student's Name (Please Print) _____ Home Campus _____
(Last, First, M.I.)

Receiving: V.A. Benefits ☐ Yes ☐ No Financial Aid ☐ Yes ☐ No

Students receiving Financial Aid or V.A. Benefits should read reverse side.

Course Prefix	Course Number	Section No. and Campus	Last Date of Attendance	Grade	Faculty Signature*

Student's Signature _____ Date _____

**Faculty Instructions: After the last date to withdraw without grade penalty, the bottom portion of this form must be completed if a grade of "W" is assigned.

Please check the appropriate mitigating circumstance below:

_____ 1. Personal illness.

_____ 2. Illness or death in the family.

_____ 3. Geographic transfer or change in the hours or conditions of employment.

_____ 4. Financial emergency of the student.

_____ 5. Active duty military service.

_____ 6. Other circumstances beyond the student's control (please explain).

_____

_____

_____

_____

_____

For Office Use Only

CRT entry completed

Date _____

Initials _____

Processing Campus (circle one)

A N L M W

NORTHERN VIRGINIA COMMUNITY COLLEGE

Procedures for Faculty Reporting Students' Attendance and Enrollment Status

I. Advise all students in each class, preferably in writing, of the attendance requirements established for the class.

II. **NO-SHOWS** - When the "Second Class Roll" has been received, immediately identify those students enrolled but who have never attended class. Report such students as "Drops" to the A & R Office using VCCS Form 19 (Student Schedule Change Form.) Each form submitted should show:

A. Student's name
B. Student identification number
C. Course and section being "Dropped"
D. Grade assigned ("W" grade, no penalty during first six weeks)
E. Last day of attendance (in space at bottom of form.) If the student has never attended, write "Never Attended"
F. Home campus (in unused space under column **Course Title**)
G. Instructor's signature (in column **Instructor's Approval**)

III. **UNSATISFACTORY ATTENDANCE** - Any student whose absences equal thirty (30) percent of the scheduled instructional time for a course will be defined as unsatisfactory progress unless the instructor has made other arrangements for the class or individual students to complete course objectives. Such determination by faculty should be reported within one week of the student's most recent absence using reporting procedures noted in step II above.

IV. **DATE OF LAST ATTENDANCE** - In those cases where the last day of attendance is unknown, one of the following methods for determining the last day of course pursuit by the student may be used:

A. Last activity date reflected in instructor's records,
B. Last papers submitted,
C. Last examination completed, or
D. A student's reasonable statement of last date of attendance.

The last date of attendance (or course pursuit) should always be noted on the VCCS Form 19 as referred to in paragraph II above.

V. A student withdrawal from a course without academic penalty may be made within the first six weeks after the beginning of the semester, and the student will receive a grade of "W" except during the official Drop/Add period when withdrawal from a course will result in deleting the course from the student's record. After the sixth week or after sixty (60) percent of a special session course, a student withdrawing from a course will receive a grade of "F" except under mitigating circumstances. The mitigating circumstance associated with the withdrawal will be written by the instructor on the completed VCCS Form 19 under "Student Reason" on the bottom of the form. In any case where a final grade report is received with a "W," for which there is no VCCS Form 19, it will be the responsibility of the Provost

concerned to have that form prepared indicating the mitigating circumstance and a copy placed in the student's official academic folder.

A mitigating circumstance for the purpose of student withdrawal as noted above shall be one of the following:

A. Personal illness.

B. Illness or death in the immediate family.

C. Geographical transfer or a change in hours or conditions of employment.

D. Financial emergency.

E. Failure to satisfactorily complete a deficiency or remedial course without fault.

F. Active duty military service, including active duty for training.

G. Any other circumstance beyond the student's control which hampers pursuit of a course (must be explained on VCCS Form 19.)

VI. **REPORTING** - Faculty are urged to review class rolls carefully and report to the A & R office promptly upon determining students' enrollment and/or attendance irregularities. In the case of veterans, the college must report to the Veterans Administration within thirty (30) days of the last day of attendance any interruptions in enrollment or unsatisfactory progress. Delays in reporting this information could result in a financial liability for the college.

These procedures supersede procedures last issued on January 18, 1977.

NOTE: Although these procedures accurately reflect college and VCCS policy, the Veterans Administration allows only a thirty (30) day withdrawal period for students receiving V.A. benefits. Any students receiving V.A. benefits and withdrawn from class(es) more than 30 days after the beginning of the semester could lose entitlement to benefits from the beginning of the semester unless mitigating circumstances are identified and documented.

GUIDELINES FOR USE OF "I" GRADE FORM AN 122

OFFICIAL POLICY

1. The AN 122 form is intended to provide a process for changing the "I" grade to another grade (A, B, C, D, F) sometime during the semester following the assignment of the "I" grade, summer excluded.

2. Instructors assigning the "I" grade will complete Form AN 122 for each "I" grade awarded. One copy of the AN 122 is to be submitted to the Division Chairman and one copy should be held by the instructor.

3. If the instructor continues employment at the College during the semester following the "I" grade assignment, he/she will make the final grade determination and submit a grade change on NVCC Form 124-4. If the instructor is not employed at the College during the semester following the "I" grade assignment, the Division Chairman or his designee will complete the change by referring to form AN 122, signed by the instructor.

4. About the eighth week of each semester, Division Chairmen will receive a computer generated listing of students from the previous semester who still have "I" grades. This report will serve as a reminder that these "I" grade changes must be completed by the end of the semester.

5. Once the "I" grade change has been made by the instructor or Division Chairman, when appropriate, the Grade Change NVCC Form 124-4 will be sent to the Admissions and Records Office for processing to the student's file and the computer data base.

6. Grade changes must be submitted each semester by the last day of classes and exams to allow for computer updating and correct computation of grade point averages in the semester grade reports.

HELPFUL HINT/NOTE:

In practice, the English Department does not encourage "I" grades. You are encouraged to compute the grade without the missing material. The grade can then be changed later, when the material is completed. This is especially important for adjunct faculty who may not be easily available in following semesters.

AN 122 (Rev. 12-88)

NORTHERN VIRGINIA COMMUNITY COLLEGE
ANNANDALE CAMPUS

REPORT ON INCOMPLETE "I" GRADE

This form must accompany each "I" grade submitted.

Student's Name: _____ _____
Last First Initial Social Security No.

_____	____	_____	_____	_____	_____	_____
Semester	Year	Course Prefix	Course Number	Section Number	Course Title	Credit

Completion of this course can be accomplished by: _____

_____

_____

_____

_____

Approximate grade on material completed ---------- A B C D F (Circle One) _____ Percent

Relative weight of incomplete work---------- _____ Percent

Final grade which probably will be awarded if incomplete work is satisfactorily completed

---------- A B C D F (Circle One)

Final grade to be awarded if work is not completed --------- A B C D F (Circle One)

Date of last attendance _____.

Note: (1) Where appropriate, work to be completed should be attached to this sheet, e.g., quizzes, exams, assigned activities, etc.

(2) Grade changes are recorded by using form NVCC 125-4.

_____ _____
Signature of Instructor Date

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STRAIGHTENING OUT ENGLISH 111 WITH LAB ENROLLMENT

These rolls are sometimes badly fouled and initial study of printouts may indicate that we have several categories of students enrolled in 111 with lab.

1. Properly enrolled students - i.e., enrolled in both the 111 section and the corresponding lab section.

2. Students enrolled in the 111 section, but not in the lab section designated for that class - i.e., enrolled in 111-01 and in 099-02.

3. Students enrolled in the 111 section but in no lab section. This group may include students who

a. unwittingly neglected to sign up for 099,

b. thought they were signing up for a regular 111 class.

4. Students enrolled in 099 but not in English 111.

Special care must be taken with handling these problems because in a great number of cases a change of fee will be involved, an overload in hours carried by the student might result, no regular 111 section at the same hour may be available, etc.

As with the regular 111 sections, the student's registration and placement scores must be carefully checked. In general, follow the same procedures as outlined for the regular 111 sections. Note the following specifics for the following categories (listed above):

Category 2. This is a simple Drop/Add procedure. The office has rolls of the sections to enable us to determine which 099 the student has erroneously been enrolled in. You will have the student's name on your 111 roll but not on your 099 roll. Send this student to the English office so that he/she can learn which 099 to drop while adding your 099.

Category 3a. This is an Add procedure. The student must go to A & R to enroll in your 099 section.

Category 3b. This is a Drop procedure. This student may go directly to A & R, but it might be advisable to send the student to the English office first because he/she might need assistance in locating a suitable 111 section.

Category 4. This should be an Add procedure. Student should go to A & R to add your 111 section.

Also **NOTE**: A preliminary study of 111 with lab rolls shows that certain enrollees should definitely not be there. For example, one student with an EQ score of 40 (high enough to be in 111 Honors) was enrolled in a lab section.

GRADING POLICIES

The English Department follows the grading guidelines from the college catalog. Over the years, through yearly grading workshops, we have achieved a general consensus for matching these letter grades to specific student writing. We will be having grading workshops during this academic year as usual.

There will be **one mandatory** grading workshop for adjunct faculty each semester. We expect to hold these both at night and during the day so that you will be able to attend at least one.

You will also receive notice of various English Department meetings and other grading workshops. You are always welcome to attend. It is a good way to be sure that we are all serving the students well through common practices. Specific criteria for establishing grades are included in the sample syllabus on page 30.

GRADING SYSTEM

A = **Excellent** - 4 grade points per credit
B = **Good** - 3 grade points per credit
C = **Average** - 2 grade points per credit
D = **Poor** - 1 grade point per credit
F = **Failure** - 0 grade points
I = **Incomplete** - No credit. The "I" grade is used for verifiable unavoidable reasons. Since the "incomplete" extends enrollment in the course, requirements for satisfactory completion will be established through student/faculty consultation. Courses for which the grade of "I" (incomplete) has been awarded must be completed by the end of the subsequent semester or another grade (A,B,C,D,F,W) must be awarded by the instructor based upon course work which has been completed. (Nursing courses must be completed within the first two weeks of the subsequent semester.) For "I" grades earned at the end of the spring semester, you will have through the end of the subsequent fall semester to complete the requirements. A "W" grade should only be awarded under mitigating circumstances which must be documented and a copy of this documentation must be placed in your academic file.
P = **Pass** - No grade point credit; applies only to Developmental Studies, non-credit courses, Orientation (STD 100) and specialized courses and seminars at the discretion of the college. Only seven credit hours of "P" grade may be applied toward graduation. This maximum may be extended to fifteen credit hours for an approved experiential learning program such as PLACE.
R = **Re-Enroll** - No grade point credit. A grade of "R" means that you were making satisfactory progress but did not complete all the course objectives. You must re-enroll and pay the appropriate tuition to complete the course objectives. (The "R" grade applies to a limited number of courses.)
U = **Unsatisfactory** - No grade point credit; applies only to Developmental Studies, non-credit courses, Orientation (STD 100) and specialized courses and seminars at the discretion of the college.
W = **Withdrawal** - No credit. A grade of "W" is awarded if you withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60% of the session. After that time, you will receive a grade of "F" except under mitigating circumstances which must be documented and a copy of the documentation must be placed in your academic file.
X = **Audit** - No credit. Permission of the instructor and the division chairman is required to audit a course.

STUDENT EVALUATION OF ESL INSTRUCTOR

INSTRUCTOR'S NAME_____COURSE_____SECTION_____DATE____

Do you agree with the following statements?
Put a check mark (✓) in the appropriate column.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The instructor explained clearly the requirements for passing.				
2. The instructor was prepared for class.				
3. The instructor explained the lessons in a clear and understandable way.				
4. The instructor made the class lively and interesting.				
5. The class was well-organized				
6. The instructor gave regular homework assignments.				
7. The instructor corrected and returned assignments and examinations (quizzes, tests) on time.				
8 The instructor met classes on time.				
9. The instructor used class time constructively.				
10. The students felt free to ask questions and express their ideas either in or out of class.				
11. The instructor was ready to help students.				

Please answer the following questions:

1. What has the instructor done especially well?_____

_____

2. What could the instructor do to improve the teaching of this course?

_____

_____

Other comments: _____

_____

Student Evaluation - Communications and Humanities Division

Instructor: _____ Term: _____
Course and Section: _____

Grade you expect to earn in this course: A B C D F X (audit)

This evaluation indicates your reaction to and evaluation of this course and the instructor. Results will be used in making course changes, improving instruction, and evaluating faculty performance. Please fill out the form with care, using the following scale:

E = Extremely well
VW = Very well
W = Well
P = Poorly
VP = Very Poorly

If you have no opinion or a question does not apply to your course, please leave the box blank.

	E	VW	W	P	VP
A. Presentation of material and evaluation of students					
1. The course syllabus provides clearly defined objectives					
2. The instructor presents material in an organized way.					
3. The instructor makes subject matter meaningful and clear through examples and applications.					
4. The instructor conveys his or her knowledge of the subject with enthusiasm.					
5. Quizzes, tests, critiques, and other written work evaluate student.					
6. The instructor grades student work fairly.					
B. Student-faculty interaction					
1. The instructor meets classes on time.					
2. The instructor uses class time constructively.					
3. The instructor maintains an appropriate learning environment.					
4. The instructor responds helpfully to student comments and questions.					
5. The instructor is available to students outside of class.					
6. The instructor shows interest in students' progress.					

NVCC 105-95
Rev 5/88

Northern Virginia Community College
REPORT ON LECTURER EVALUATION AT NVCC

Semester _____ Academic Year _____

Lecturer's Name _____
(Last) (First) (Middle)

Division _____ Campus _____

Discipline in which teaching _____

Based on pertinent criteria, the overall job performance rating of this faculty member is:

☐ SATISFACTORY ☐ UNSATISFACTORY

Did the lecturer and evaluator discuss this evaluation?

☐ YES ☐ NO

_____ _____
(Signature of Lecturer) (Date)

_____ _____
(Signature of Program Head/Asst. Div. Chairman/Faculty Designee) (Date)

_____ _____
(Signature of Reviewer and Title – if appropriate) (Date)

_____ _____
(Signature of Division Chairman) (Date)

Is there a narrative comment attached by:

Lecturer	☐ YES	☐ NO
Evaluator	☐ YES	☐ NO
Reviewer	☐ YES	☐ NO

_____
(Provost's Signature) (Date)

LECTURER OBSERVATION FORM

Lecturer_____ Course Observed _____

Semester _____ Year _____

Observer _____ Title _____

Time and Place of Class _____

Length of Observation _____ Number of Students _____

Rank each of the questions according to the following: place comment on each rating from 5 to 1

5 = excellent
4 = very good
3 = competent
2 = needs improvement
1 = needs major improvement and specific help

_____ 1. The class presentation was planned and organized.

_____ 2. The class time was used effectively.

_____ 3. The instructor displayed mastery of course content.

_____ 4. The instructor's speech was adquate for teaching.

_____ 5. The instructor was enthusiastic.

_____ 6. The instructor used examples or illustrations to explain the material.

_____ 7. The instructor's explanations were clear and adequate.

_____ 8. The instructor presented the material in an interesting way.

_____ 9. Students felt free to ask questions.

_____10. Students actively participated in classroom activities.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

This chart is structured for teaching faculty. It also applies to administrators, counselors, and librarians. In these three catagories, teaching experience may include professional academic service.

	Faculty in Developmental Studies, Humanities, Soc. Sciences, Natural Sciences and Math, Counselors, Librarians		Faculty in Specialized Professional or Technical Associate in Applied Science Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions	Promotions	Initial Appointments/ Promotions	Promotions	Initial Appointments/ Promotions	Promotions
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Job Performance	Good recommendations		Good recommendations		Good recommendations	
College Training	Masters (18 grad. sem. hrs. in teaching field)		Bachelors (Major in teaching field)		H.S. dip. or equiv. min. required. Asso. or equiv. in teaching field pref.	
Experience:						
Related Occup. Exp.	0		2 yrs.		10 yrs.[2]	
Total Teaching Exp.	0		0		0	
F/T Exp. in Va. CC System	0		0		0	
Professional Activities	Nominal		Nominal		Nominal	
Community Activities	Nominal		Nominal		Nominal	
ASSISTANT PROFESSOR						
Job Performance	Good recommendations	Good	Good recommendations	Good	Good recommendations	Good
College Training	Specialist or equiv. (36 grad. sem. hrs. in teaching field)[1]	Masters + 15 grad. sem. hrs. (27 grad.sem. hrs. in teaching field)	Masters (18 grad. sem. hrs. in teaching field)	Bachelors + 15 grad. sem. hrs. (Major in teaching field)	Assoc. or equiv. (Major in teaching field)	Assoc. or equiv. in teaching field pref. 30 sem. hrs. req.
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	8 yrs.[2]	10 yrs.[2]
Total Teaching Exp.	2 yrs.	5 yrs.	2 yrs.	5 yrs.	2 yrs.	5 yrs.
F/T Exp. in Va.CC System	0	3 yrs.	0	3 yrs.	0	3 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Nominal	Nominal	Nominal	Nominal	Nominal	Nominal
ASSOCIATE PROFESSOR						
Job Performance	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)	Very Good (2 successive yrs. prior to promotion)
College Training	Doctorate (54 grad. sem. hrs. in teaching field)	Specialist or equiv. + 15 grad. sem. hrs. (45 grad. sem. hrs. in teaching field)[1]	Specialist or equiv. (36 grad. sem. hrs. in teaching field)[1]	Masters + 15 grad. sem. hrs. (27 grad. sem. hrs. in teaching field)	Bachelors (Major in related teaching field)	Assoc. or equiv. (Major in teaching field)
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	6 yrs.[2]	8 yrs.[2]
Total Teaching Exp.	6 yrs.	7 yrs.	6 yrs.	7 yrs.	6 yrs.	7 yrs.
F/T Exp. in Va. CC System	0	4 yrs.	0	4 yrs.	0	4 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Average	Average	Average	Average	Average	Average
Min. Ingrade Exp. In Previous Rank		3 yrs.		3 yrs.		3 yrs.
PROFESSOR						
Job Performance		Excellent (2 successive yrs. prior to promotion)		Excellent (2 successive yrs. prior to promotion)		Excellent (2 successive yrs. prior to promotion)
College Training		Doctorate (54 grad. sem. hrs. in teaching field)		Specialist or equiv. + 15 grad. sem. hrs. (45 grad. sem. hrs. related to teaching field)[1]		Masters in related teaching field
Experience:						
Related Occup. Exp.		0		2 yrs.		6 yrs.[2]
Total Teaching Exp.		10 yrs.		10 yrs.		10 yrs.
F/T Exp. in Va. CC System		5 yrs.		5 yrs.		5 yrs.
Professional Activities		Extensive		Extensive		Extensive
Community Activities		Average		Average		Average
Min. Ingrade Exp. In Previous Rank		3 yrs.		3 yrs.		3 yrs.

[1] Specialist degree or equivalent (minimum of 24 semester hours beyond the master's degree in a plan approved by the Community College President.

[2] Each year of additional study in college or special school (30 semester hours) may be substituted for 2 years of occupational experience up to a total of 4 years of occupational experience.

- Fulfilment of normal minimum criteria does not guarantee original placement in, or promotion to, a given faculty rank.
- Minimum degree requirements for original appointments and promotions must be met. Some experience may be substituted for additional academic credit. Such credit must be part of a plan approved by the Community College President and filed with the VCCS Personnel Office. The college will assess the rigor and content in determining the level of credit (graduate or undergraduate) to be granted. Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a. or b. below or a combination of both during employment in the VCCS.

a. Active participation in given learning experiences (c.e.u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College, applying the following formula: 45 contact hours is equivalent to one semester credit hour.

b. Non teaching work experience directly related to the faculty member's field at a rate not to exceed 1.25 semester credit hours per month of full time equivalent work experience and not to include work experience applied toward initial appointment.

- Any exceptions to the criteria as outlined in the VCCS–29 must be fully justified and documented and must be submitted in advance to the VCCS Personnel Office for approval. Refer to VCCS Policy Manual Section 3.52.

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Rev. 5/11/90

NORTHERN VIRGINIA COMMUNITY COLLEGE
1990-91 Salary Schedule - Lecturers
Per Semester Hour*

	Effective 1990 Fall Semester	Effective 1991 Spring Semester
Lecturer I (Assistant Instructor)		
Initial Appointment	$370.00	$375.00
Lecturer II (Instructor)		
Initial Appointment	407.00	410.00
Grade Step 1**	438.00	442.00
Grade Step 2	469.00	473.00
Grade Step 3	500.00	504.00
Grade Step 4	530.00	535.00
Grade Step 5	561.00	566.00
Grade Step 6	592.00	597.00
Lecturer III (Assistant Professor)		
Initial Appointment	443.00	447.00
Grade Step 1**	474.00	478.00
Grade Step 2	505.00	509.00
Grade Step 3	536.00	540.00
Grade Step 4	567.00	571.00
Grade Step 5	597.00	603.00
Grade Step 6	628.00	634.00
Lecturer IV (Associate Professor)		
Initial Appointment	479.00	483.00
Grade Step 1**	510.00	514.00
Grade Step 2	541.00	545.00
Grade Step 3	572.00	577.00
Grade Step 4	603.00	608.00
Grade Step 5	633.00	639.00
Grade Step 6	664.00	670.00
Lecturer V (Professor)		
No initial appointment		
Grade Step 1	546.00	551.00
Grade Step 2	577.00	582.00
Grade Step 3	608.00	613.00
Grade Step 4	639.00	644.00
Grade Step 5	670.00	675.00
Grade Step 6	700.00	707.00
Grade Step 7	731.00	738.00

COLLEGE COURSE CONTENT SUMMARY*

1. **Course Information**

ENG 111-112 - COLLEGE COMPOSITION I-II (3 Cr.) (3 Cr.)

Develops writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process: understanding the audience and purpose, exploring ideas and information, composing, revising, and editing. Supports writing by integrating experience in thinking, reading, listening, and speaking. Lecture 3 hours per week. [Prerequisite: Satisfactory score on appropriate English proficiency exams and 4 units of high school English or equivalent. Must be taken in sequence.]

ENG 111: COLLEGE COURSE CONTENT SUMMARY

1. **Course Information**

This course constitutes the first semester of the Freshman English sequence, including expository writing ranging from single paragraphs to essays of some length and complexity. Content will also include study of rhetorical and linguistic structures and an introduction to library skills and formal methods of documentation.

2. **General Course Purpose**

A. To develop the student's ability to write clear expository prose and, for this purpose, to provide the student extensive practice in writing assignments of varying lengths, totalling a minimum of approximately 3000 words.

B. To develop the student's ability to read with an understanding of meaning and structure.

C. To encourage the student to think logically and independently and to express ideas and opinions with force and clarity.

D. To develop the student's familiarity with diction, usage, and syntax and to strengthen vocabulary.

E. To develop the student's ability to discover and investigate ideas and to present them in a logical manner.

***NOTE:** **ESL instructors**, please read the descriptions of Eng 111 and 112 since our goal is to prepare our students to successfully complete these courses.

3. **Course Objectives/Educational Outcomes**

A. The student will write expository prose which contains a clear central idea.

B. The student will develop the central idea with relevant specific detail.

C. By completing assignments which may include notetaking, paraphrasing, and summarizing, the student will demonstrate an ability to read with understanding of meaning and structure.

D. The student will organize his/her prose effectively.

E. The student will write prose relatively free from mechanical and grammatical errors, and free from stylistic problems which interfere with effective communication.

F. The student will be able to demonstrate proficiency in the structural elements of expository writing (e.g. paragraph development, coherence and unity, the writing process).

G. The student will be able to demonstrate library skills and familiarity with the forms of formal documentation.

4. **Major Topics to be Covered**

Paragraph Development
Organization
The Thesis
The Essay
The Process of Reading
Audience, Diction, and Tone
Coherence and Unity
Notetaking, Paraphrasing, and Summarizing
Library Skills
Documentation

5. **Other Topics**

Outlining
Rhetorical Strategies
Grammar and Mechanics

ENG 112: COLLEGE COURSE CONTENT SUMMARY

1. **Course Information**

This course constitutes the second semester of the Freshman English sequence. English 112 continues the emphasis on effective writing and analytical reading begun in ENG 111 and incorporates an introduction to the fundamentals of logic and argumentation, a study of research techniques, and a study of literary types.

2. **General Course Purpose**

A. To improve the student's writing skills acquired in ENG 111 or its equivalent.

B. To develop the student's ability to investigate, evaluate, collect, organize and present ideas in a logical manner.

C. To increase the student's critical awareness and judgment.

D. To develop the student's appreciation of literature.

E. To develop the student's abilities in writing critical analysis.

3. **Course Objectives/Educational Outcomes**

A. The student will demonstrate an ability to use various techniques of argumentation.

B. The student will continue to use and improve library skills.

C. The student will demonstrate an ability to conduct research and use it in expository writing.

D. The student will demonstrate an awareness of genre, of figurative language and of the language of technical analysis (e.g. plot, character, theme, point of view, etc.)

E. The student will demonstrate an ability to evaluate the significance of specific works of literature.

F. The student will write college-level essays demonstrating an understanding of a work of literature.

4. **Major Topics to be Covered**

Argumentation and Logic
The Research Paper
Written Analysis and Interpretation of Literature
Literary Terms
Standards of Literary Quality

5. **Other Topics**

Historical, Social, and Biographical Background of Literature

ANNANDALE ENGLISH DEPARTMENT GUIDELINES FOR RESEARCH PAPER IN ENG 111

1. The paper may be short: 2-5 pages

2. It must require the use of the library; research techniques (including note taking) must be included.

3. Full documentation should be required; the new MLA format must be used.

4. The paper may be a report; it need not be argumentative.

5. The research project should be taught towards the end of English 111.

6. The instructor should emphasize the English 111 skills during the evaluation. The assignment's purpose is to introduce research and documentation skills while continuing to reenforce English 111 skills.

PREPARING YOUR SYLLABUS

The Faculty Handbook requires that the following elements be listed on faculty syllabi:

a. Brief description of the course
b. Purpose of the course
c. Entry level skilis or knowledge that the students are expected to have before they start the course
d. The course objectives: i.e. what the students are supposed to be able to do as a result of instruction
e. Major elements of course content
f. Other information at instructor's discretion

The English Department also requires you to include

g. Your grading rationale
h. Your attendance policy
i. Your policy for accepting late papers

Items a-d can easily be accomplished simply by copying the appropriate course content summary.

Included on the next pages is a sample syllabus from an adjunct faculty member for English 111. The Program Head or ESL ADC will provide you with a Course Content Summary and sample syllabi for each course you are assigned.

ENGLISH COMPOSITION 1 - 111
XXXXXXXXX SEMESTER, YEAR

(LECTURER NAME)
(LOCATION OF MAIL BOX)
(PHONE NUMBER)

COURSE DESCRIPTION: English 111 is a writing class which focuses on reading critically, thinking logically, and writing skillfully, and on making the connection between the reading and writing processes. Students write essays ranging in length from 400-700 words (minimally totalling 3000 words) and a short research paper (3-5 double-spaced typewritten pages).

PURPOSE: English 111 aims at developing the abilities to write clear expository prose; to read with an understanding of meaning, structure, and style; to express logical thinking with force and clarity; and to produce a culminating research paper which employs all the above skills.

PREREQUISITE: The English Qualifying Exam is a requirement for entrance into English 111. A score of 30 or higher is necessary. A satisfactory score on the Nelson-Denny reading test is also required for entrance.

OBJECTIVES:

1. The student will write expository prose which contains a clear central idea.

2. The student will develop the central idea with relevant specific details.

3. By completing assignments which include notetaking, paraphrasing, and summarizing, the student will demonstrate the ability to read with understanding of meaning and structure.

4. The student will organize writing effectively.

5. The student will be able to write essays which are relatively free of mechanical and grammatical errors and free from stylistic problems which interfere with communication.

6. The student will develop skills in research procedures and practices which include the use of the library and the implementation of the Modern Language Association format for documentation.

TEXTBOOKS: Fowler, J. Ramsey. Little, Brown Handbook. 4th ed. Boston: Little, Brown, 1989.
Nadell, Judith and John Langan. Macmillan Reader, 2nd. ed. New York: Macmillan, 1987.

ATTENDANCE: It is virtually impossible to make up lectures and discussions, but each student is to have a "partner" to consult for missing notes, handouts, and feedback. See me before re-entry after each absence. Three consecutive class hours of absence will warrant an automatic withdrawal if I do not hear from you. Adhere to the cutoff date and to the required procedure to avoid a failing grade.

OFFICE HOURS: Conferences are built into the schedule and I will be happy to make an appointment to meet with you at other times as needed.

GRADING:

A = Superior
B = Proficient
C = Competent
D = Adequate
F = Unsatisfactory

An "A" paper must:

1. State a strong thesis.
2. Logically develop the thesis with concrete facts, details, examples...
3. Be clearly organized.
4. Demonstrate a variety of sentence structure and vocabulary.
5. Be free from mechanical and spelling errors.

Plagiarized work will be graded 0. See Little, Brown, 572-577.

THE FINAL GRADE will be determined by all the following:

--Class participation: Be prepared to discuss and/or be quizzed on the reading assigned for the day. Participation requires presence.
--Writing assignments must be handed in on time unless prior arrangements are made.
--Late assignments will e downgraded.
--All writing assignments must be completed for a passing grade.
--You may expect an unannounced quiz or an in-class writing on any assigned reading the day it is due.

ASSIGNMENTS will bear the following grade weights:

Essay #1 (In-Class)	Diagnostic
Essay #2 (In-Class)	5%
Essay #3	5%
Essay #4	10%
Essay #5 (In-Class)	10%
Essay #6	15%
Essay #7	15%
Other	15%
Documented Essay & Process	25%

Final In-Class Essay: The bearing on your final grade will be explained.

MAJOR TOPICS TO BE COVERED:

Paragraph Development	Organization
The Thesis	The Essay
The Process of Reading	Audience, Diction, and Tone
Coherence and Unity	Notetaking, Paraphrasing,
Library Skills	Summarizing Documentation

OTHER TOPICS:

Outlining	Rhetorical Strategies
Grammar & Mechanics	

Reading Schedule for English 111

M	Jan. 13	Introduction
W	Jan. 15	"The Reading Process," MR, pp. 1-6.
F	Jan. 17	"The Writing Process," pp. 13-21.
M	Jan. 20	NO CLASS
W	Jan. 22	"Description," pp. 13-21, "Wanting An Orange," p. 77.
F	Jan. 24	"In My Day," p. 83 and "In The Jungle," p. 92.
M	Jan. 27	Descriptive essay due
W	Jan. 29	"The Writing Process." 24-35.
F	Jan. 31	"Narrative," pp. 119-113.
M	Feb. 3	LBH, pp. 3-33.
W	Feb. 5	"Shooting An Elephant," p. 132.
F	Feb. 7	"Handle With Care," p. 142 and "Salvation," p. 157.
M	Feb. 10	"Little Deaths," p. 147.
W	Feb. 12	In-class writing
F	Feb. 14	Roughdraft to class
M	Feb. 17	PAPER DUE Process Analysis, p. 231-246.
W	Feb. 19	MR, pp. 36-60, LBH, pp. 75-99.
F	Feb. 21	Coherence
M	Feb. 24	"The Beekeeper," p. 253, "The American Way of Death," p. 259.
W	Feb. 26	"In Bed," p. 632.
F	Feb. 28	Roughdraft to class
M	Mar. 2	PAPER DUE
W	Mar. 4	"Definition," pp. 407-420.
F	Mar. 6	"T.V. Addiction," p. 444.
M	Mar. 9	NO CLASS
W	Mar. 11	NO CLASS
F	Mar. 13	NO CLASS
M	Mar. 16	Comparison and Contrast," 293-307.
W	Mar. 18	"That Lean and Hungry Look," p. 308 and "High Noon," p. 318.
F	Mar. 20	In-class writing
M	Mar. 23	"Cause and Effect," pp. 345-360, "O Rotten Gothan," p. 381.
W	Mar. 25	Analysis Exercise
F	Mar. 27	Analysis Exercise

Reading Schedule for English 111 continued.

M	Mar. 30	In-class writing
W	Apr. 1	In-class writing
F	Apr. 3	Roughdraft to class
M	Apr. 6	PAPER DUE
W	Apr. 8	Research Techniques - notetaking, bibliography, interviewing, documentation
F	Apr. 10	Same as April 8
M	Apr. 13	Same as April 8
W	Apr. 15	Same as April 8
F	Apr. 17	Same as April 8
M	Apr. 20	
W	Apr. 22	Library work day - conferences
F	Apr. 24	Library work day - conferences
M	Apr. 27	Library work day - conferences
W	Apr. 29	
F	May 1	PAPER DUE
M	May 4	Review

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